**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Second Grade – Module 3**

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| Table of Contents | |
| Module Assessment Overview | page 2 |
| Grade 2 Standards Checklist | page 3 |
| Module 3 Mid Module Assessment Task… |  |
| Score Sheet | pages 4-5 |
| Rubric | pages 6 |
| Key | pages 7-8 |
| Module 3 End-of-Module Assessment Task… |  |
| Score Sheet | pages 9-10 |
| Rubric | pages 11-12 |
| Key | pages 13-14 |

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* Items can be read to students as needed. (Read the items as written; do not reword.)
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 3 Grading Guidance:**

* The standards assessed in Module 3 will not be assessed again.

**Updates**

After feedback on Assessments in previous Modules, **changes were made to the rubrics** for the Mid- and End-of-ModuleAssessments. The intent of the changes was to maintain the definition of the score of 3 as meeting standard, but ensure that perfection is not the only definition of a 3.

* Rubrics in this Assessment Packet for Module 2 are also modified from the original EngageNY rubrics to reflect the above information.

We recommend reviewing assessments prior to teaching the module. This will aid in making planning decisions for each lesson. Note: Assessments are available at the back of each module in the teacher binders.

**Grade 2 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are first assessed in Module 3.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 2 MODULES | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2.OA | 1\* | X |  |  | X |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |  |
| 3\* |  |  |  |  |  | X |  |  |
| 4\* |  |  |  |  |  | X |  |  |
| 2.NBT | 1a\* |  |  | X |  |  |  |  |  |
| 1b\* |  |  | X |  |  |  |  |  |
| 2\* |  |  | X |  |  |  |  |  |
| 3\* |  |  | X |  |  |  |  |  |
| 4\* |  |  | X |  |  |  |  |  |
| 5\* | X |  |  | X |  |  |  |  |
| 6\* |  |  |  | X |  |  |  |  |
| 7\* |  |  |  | X | X |  |  |  |
| 8\* |  |  |  | X | X |  |  |  |
| 9\* |  |  |  | X | X |  |  |  |
| 2.MD | 1\* |  | X |  |  |  |  | X |  |
| 2\* |  | X |  |  |  |  | X |  |
| 3\* |  | X |  |  |  |  | X |  |
| 4\* |  | X |  |  |  |  | X |  |
| 5\* |  | X |  |  |  |  | X |  |
| 6\* |  | X |  |  |  |  | X |  |
| 7 |  |  |  |  |  |  |  | X |
| 8 |  |  |  |  |  |  | X |  |
| 9 |  |  |  |  |  |  | X |  |
| 10 |  |  |  |  |  |  | X |  |
| 2.G | 1 |  |  |  |  |  |  |  | X |
| 2 |  |  |  |  |  | X |  |  |
| 3 |  |  |  |  |  |  |  | X |

**Second Grade Module 3: Mid Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 3: Mid Module Assessment** | | | | | | | | |
|  | **Domain** | | **Standards** | | | | | | |
| Question | Number and Operations in Base Ten | | 2.NBT.1a | | 2.NBT.1b | | 2.NBT.2 | | 2.NBT.3 |
| 1a | 0 1 2 3 | | X | | X | |  | | X |
| 1b | 0 1 2 3 | | X | |  | |  | |  |
| 1c | 0 1 2 3 | |  | | X | |  | |  |
| 1d | 0 1 2 3 | | X | | X | | X | |  |
|  | |  |  |  | |  | |
| Domain  Score | Number and Operations in Base Ten | |  |  | |  | |
| Level |  | |  |  | |  | |
| Level 3 | 10-12 points | |  |  | |  | |
| Level 2 | 6-9 points | |  |  | |  | |
| Level 1 | 0-5 points | |  |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

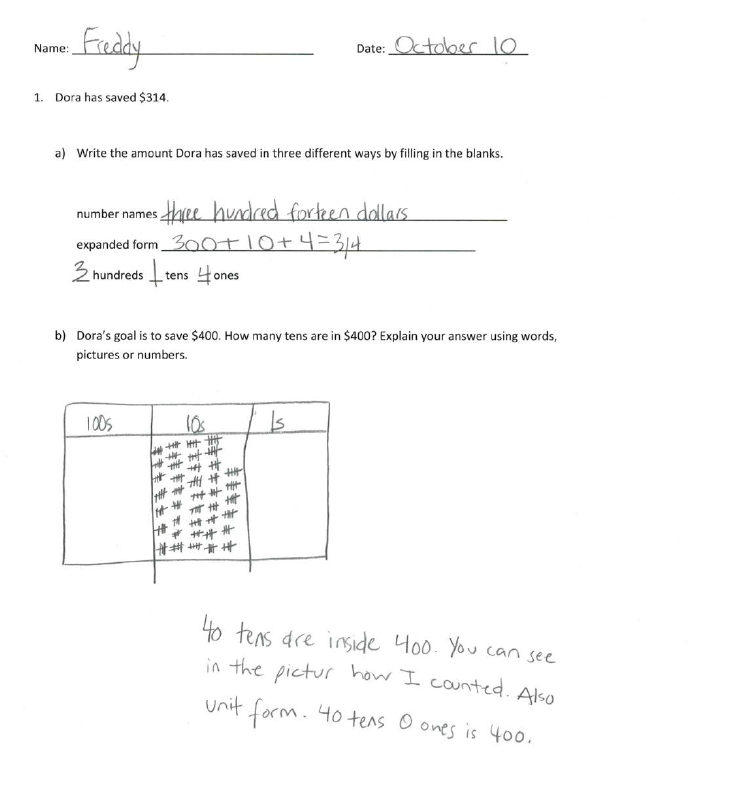
**Second Grade Module 3: Mid Module Assessment Task Score Sheet (continued)**

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| --- |
| End-of-Module Assessment Task (Topics A–G)  Clusters and Standards Addressed |
| Understand place value.  2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones: e.g. 706 equals 7 hundreds, 0 tens and 6 ones. Understand the following as special cases:   1. 100 can be thought of as a bundle of ten tens – called a “hundred.” 2. The numbers 100-900 refer to one, two, three, four, five, six, seven, eight or nine hundreds (and 0 tens and ones).   2.NBT.2 Count within 1000: skip-count by 5s, 10s and 100s.  2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. |

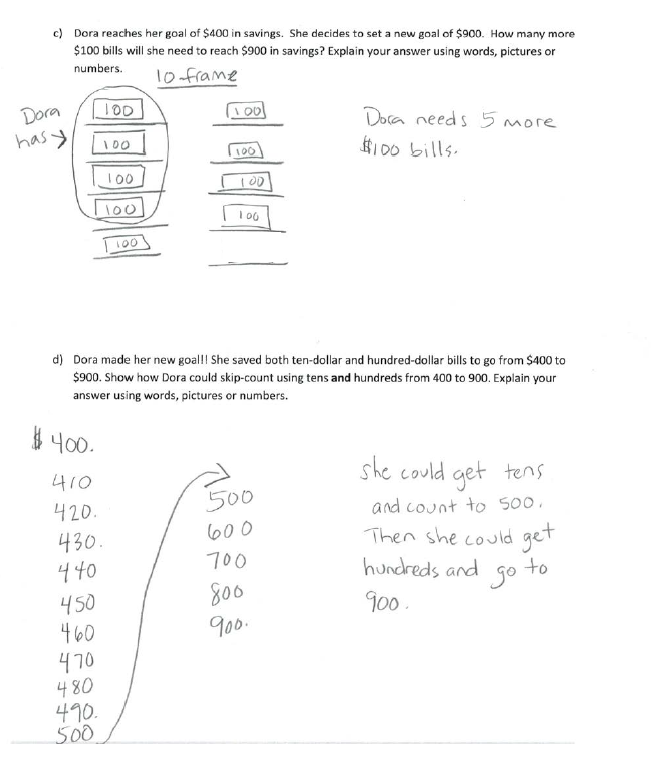
**Second Grade Module 2: Mid Module Assessment Task Rubric**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 0  Little evidence of reasoning without a correct answer.  (0 points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 points) |
| **1(a) \***  2.NBT.1  2.NBT.3 | The student is not able to decide on a strategy or is not able to accurately represent hundreds, tens, and ones. | The student shows evidence of beginning to represent 314, but the solution is incorrect for all of the answers. | The student understands how to represent 314 correctly for **1** of the three answers. | The student correctly represents **2-3** of the three ways of writing 314:   * Three hundred fourteen * 300 + 10 + 4 = 314 * 3 hundreds 1 ten 4 ones |
| **1(b)**  2.NBT.1a | The student is not able to decide on a strategy or is not able to count accurately by tens. | The student shows evidence of beginning to use a counting strategy but is unable to get the right answer. | The student has the correct answer of 40, but is unable to explain accurately using pictures, numbers, or words to clearly demonstrate reasoning.  Or, The student is able to show skip-counting or a bundling strategy, but has an incorrect answer. | The student uses an accurate counting strategy, with the correct answer of 40, and gives a clear explanation using pictures, numbers, and/or words. |
| **1(c)**  2.NBT.1b | The student is not able to decide on a strategy or is not able to count accurately by hundreds. | The student shows evidence of beginning to use a counting strategy but has an incorrect answer. | The student has the correct answer, but is unable to show sound counting or reasoning.  Or, the student is able to reason counting by hundreds but with an incorrect answer. | The student counts correctly by hundreds with a correct answer of 5, showing reasoning using pictures, numbers, and/or words. |
| **1(d)**  2.NBT.1  2.NBT.2 | The student is not able to decide on a strategy or is not able to count accurately by tens and hundreds. | The student shows evidence of beginning to count by tens and/or by hundreds but is unable to use both to reach a correct answer. | The student has a correct answer, but does not clearly demonstrate an answer that uses both tens and hundreds.  Or, the student has an incorrect answer but demonstrates clearly. | The student uses tens and hundreds to count correctly from $400 to $900, using skip-counting or bundling in pictures, numbers, and/or words. |

**Second Grade Module 2: Mid-Module Assessment Task Key**



**Second Grade Module 2: Mid-Module Assessment Task Key (continued)**



**Second Grade Module 3: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 3: End-of-Module Assessment** | | | | | | | | | |
|  | **Domain** | | **Standards** | | | | | | | |
| Question | Number and Operations in Base Ten | | 2.NBT.1a | | 2.NBT.1b | | 2.NBT.2 | | 2.NBT.3 | 2.NBT.4 |
| 1a | 0 1 2 3 | |  | | X | |  | |  |  |
| 1b | 0 1 2 3 | |  | |  | | X | |  |  |
| 1c | 0 1 2 3 | |  | |  | |  | |  | X |
| 1d | 0 1 2 3 | | X | | X | | X | | X |  |
|  | |  |  |  | |  | |
| Domain  Score | Number and Operations in Base Ten | |  |  | |  | |
| Level |  | |  |  | |  | |
| Level 3 | 10-12 points | |  |  | |  | |
| Level 2 | 6-9 points | |  |  | |  | |
| Level 1 | 0-5 points | |  |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

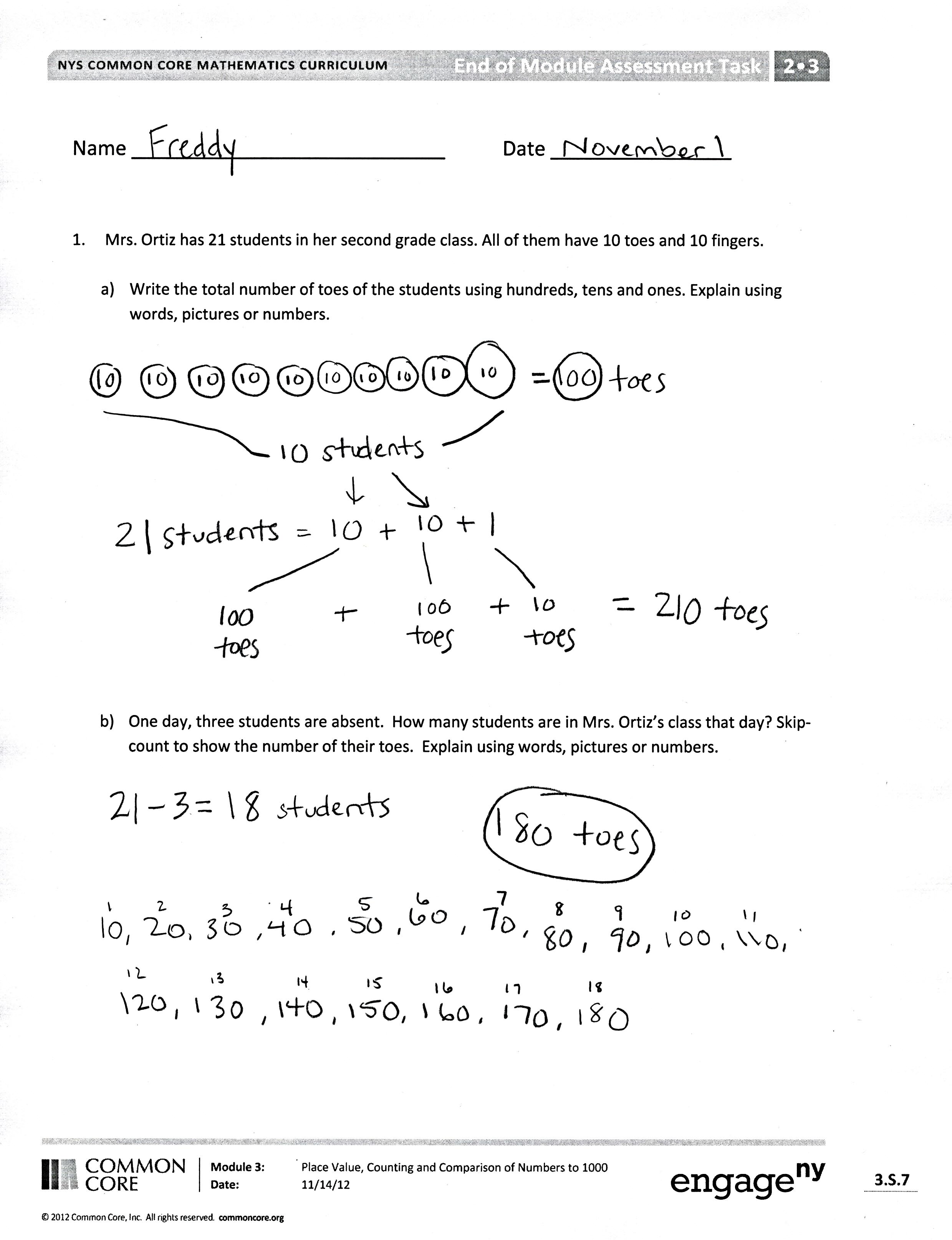
**Second Grade Module 3: End-of-Module Assessment Task Score Sheet (continued)**

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| --- |
| End-of-Module Assessment Task (Topics A–G)  Clusters and Standards Addressed |
| Understand place value.  2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones: e.g. 706 equals 7 hundreds, 0 tens and 6 ones. Understand the following as special cases:   1. 100 can be thought of as a bundle of ten tens – called a “hundred.” 2. The numbers 100-900 refer to one, two, three, four, five, six, seven, eight or nine hundreds (and 0 tens and ones).   2.NBT.2 Count within 1000: skip-count by 5s, 10s and 100s.  2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits using <,=, and < symbols to record the results of comparisons. |

**Second Grade Module 3: End-of-Module Assessment Task Rubric**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 0  Little evidence of reasoning without a correct answer.  (0 points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 points) |
| **1(a)**  2.NBT.1b | The student is not able to decide on a strategy or is not able to count accurately by tens. | The student writes the correct equation.  The student knows to use a counting strategy but is not able to determine the value of 21 tens; able to count accurately past 150 by tens. | The student uses an accurate counting strategy to get the correct answer of 210 using the hundreds, tens, and ones. | The student explains that 21 tens is equal in value to 210 using hundreds, tens, and ones.  The student explains the answer using words, pictures or numbers. |
| **1(b)**  2.NBT.2 | The student is not able to decide on a strategy or is not able to count accurately by tens. | The student knows to use a counting strategy but is unable to get the right answer. | The student uses an accurate counting strategy to get the correct answer of 180. | The student:   * Gives correct answer of 18 (or revised if total # students in class is reduced). * Skip counts correctly to 180/ Explains the answer using numbers, words or pictures. |
| **1(c)**  2.NBT.4 | The student is not able to see the connection between the number of fingers and toes.  The student is not able to use the correct comparison symbols in the equations. | The student correctly answers 1 of the parts. | The student correctly answers 2 of the parts. | The student correctly answers all 3 parts:   * **(1)** Gives the correct answers of 210 = 210. * **(2)** Gives the correct answer of 180 < 210. * **(3)** Explains the answer using numbers, words or pictures. |
| **1(d) \***  2.NBT.1ab  2.NBT.2  2.NBT.3 | The student is not able to decide on a strategy or is not able to count accurately by tens. | The student correctly answers **1** of the 4 parts. | The student correctly answers **2** of the 4 parts. | The student correctly answers **3-4** of the 4 parts:   * **(1)** Gives the correct answer of 310. * **(2)** Explains using numbers, words, or pictures. * **(3)** Gives the correct answer of 620. * **(4)** Explains using numbers, words or pictures. |

**Second Grade Module 3: End-of-Module Assessment Task Key**

**Second Grade Module 3: End-of-Module Assessment Task Key (continued)**

